TCM Teacher Created Materials

SUMMER Scholars Language Arts

Lessons and Activities

Rising 1st Grade (Spanish)

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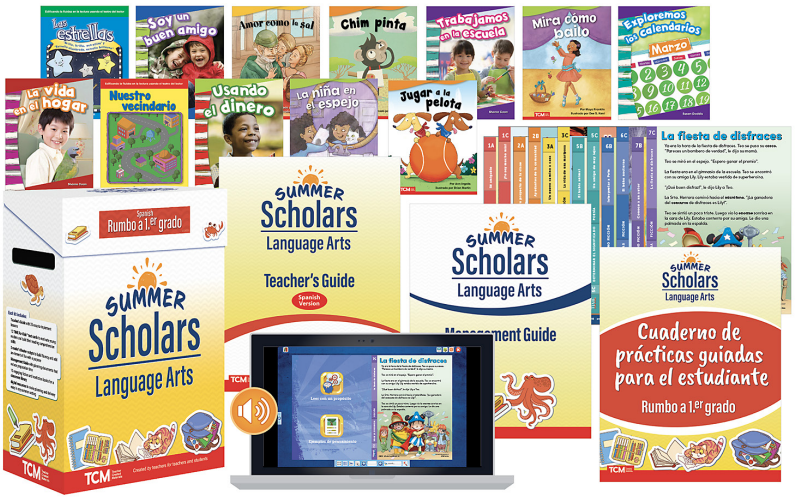
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SUMMER Scholars

Language Arts

Management Guide



TCM Teacher Created Materials

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How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

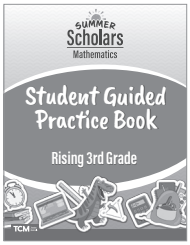
What's Included?

Teacher's Guide



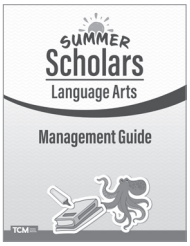
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

Student Guided Practice Book



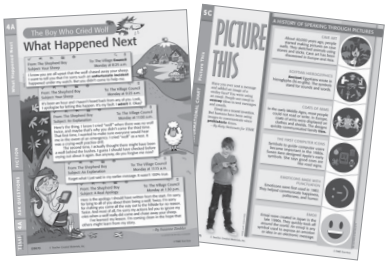
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



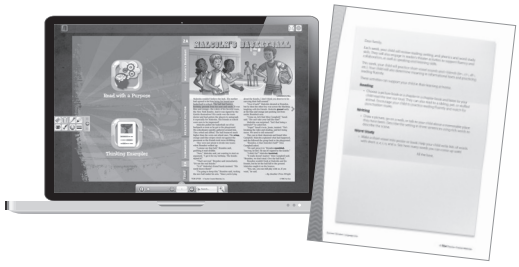
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

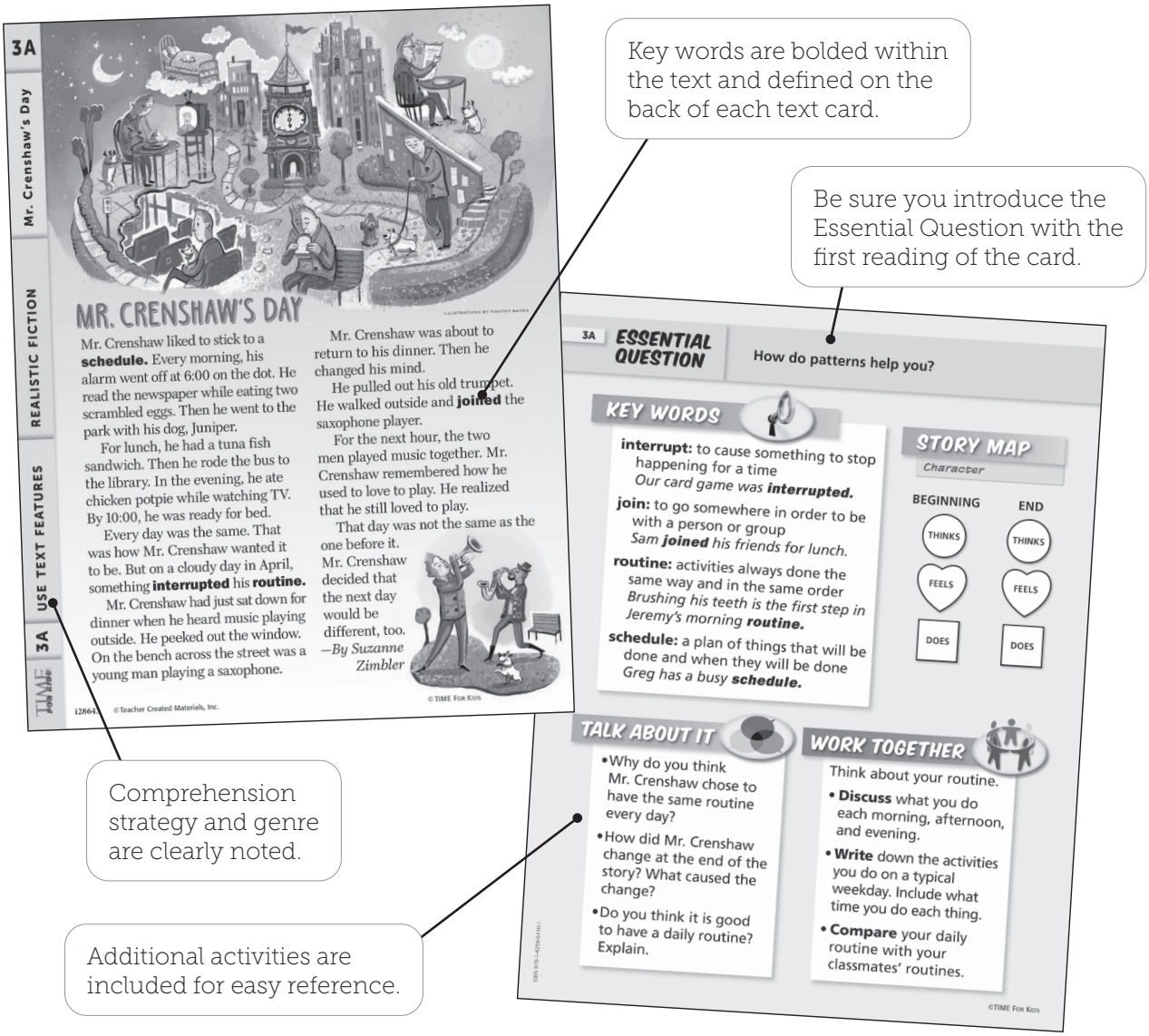
How to Use This Resource *(cont.)*

Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

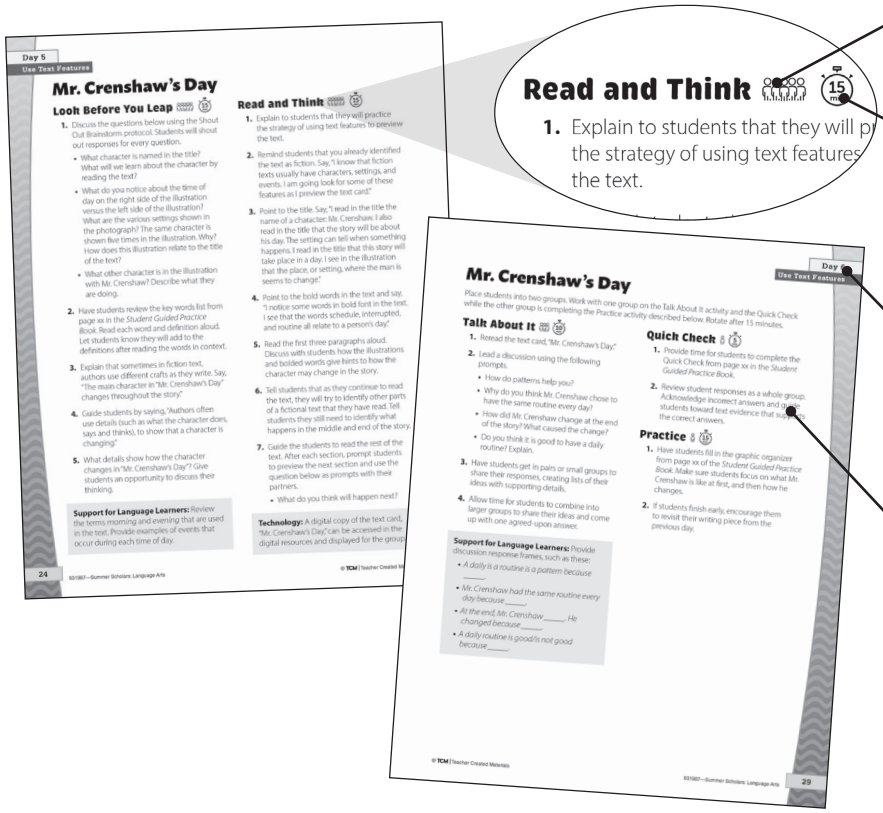
TIME For Kids™ Text Cards



How to Use This Resource *(cont.)*

Reading Comprehension *(cont.)*

Lesson Plans



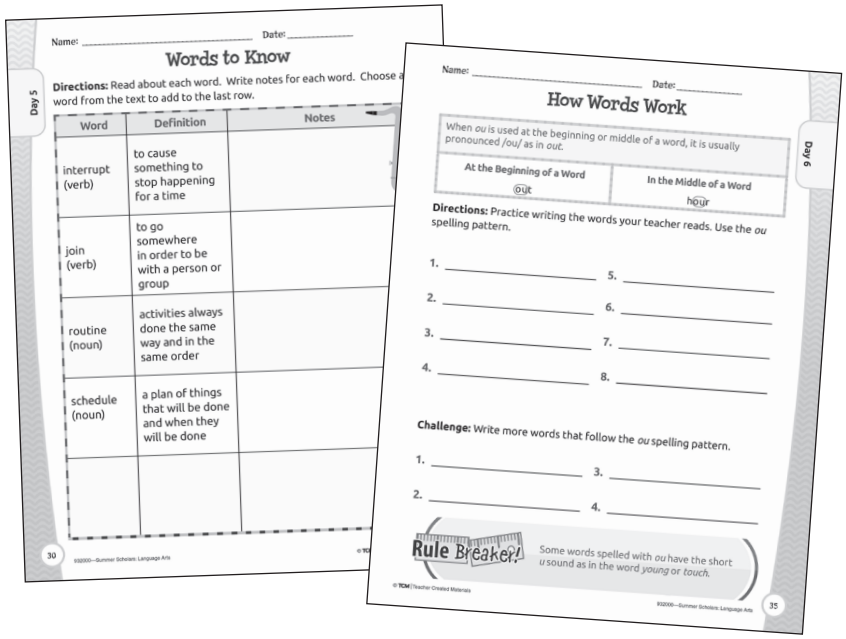
Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

Student Guided Practice Book



There are many ways for students to access the activities in the *Student Guided Practice Book*:

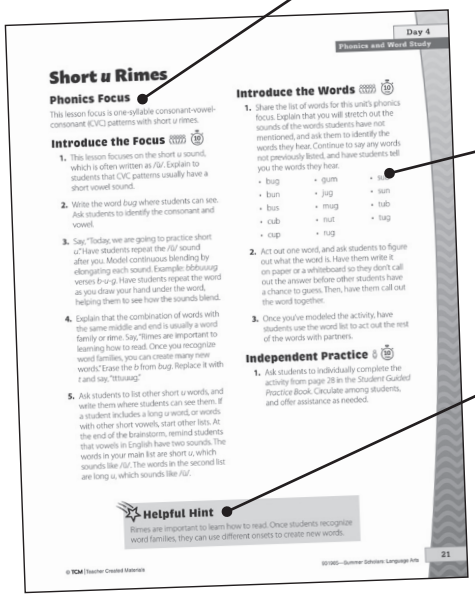
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

How to Use This Resource *(cont.)*

Phonics and Word Study

Each of the eight phonics and word study units is organized over three days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

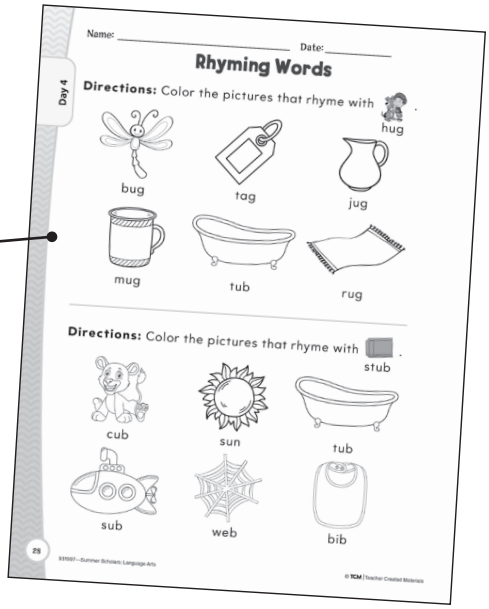
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.


Day 4
Phonics and Word Study
Short u Rimes
Phonics Focus
This lesson focus is one-syllable consonant-vowel-consonant (CVC) patterns with short u rimes.
Introduce the Focus
1. This lesson focuses on the short u sound, which is often written as /ŭ/. Explain to students that CVC patterns usually have a short vowel sound.
2. Write the word bug where students can see. Ask students to identify the consonant and vowel.
3. Say, "Today, we are going to practice short u." Have students repeat the /ŭ/ sound after you. Model continuous blending by elongating each sound. Example: bbbuuuggg verses b-u-g. Have students repeat the word as you draw your hand under the word, helping them to see how the sounds blend.
4. Explain that the combination of words with the same middle and end is usually a word family or rime. Say, "Rimes are important to learning how to read. Once you recognize word families, you can create many new words." Erase the b from bug. Replace it with r and say, "ttttuuugg."
5. Ask students to list other short u words, and write them where students can see them. If a student includes a long u word, or words with other short vowels, start other lists. At the end of the brainstorm, remind students that vowels in English have two sounds. The words in your main list are short u, which sounds like /ŭ/. The words in the second list are long u, which sounds like /ū/.
Introduce the Words
1. Share the list of words for this unit's phonics focus. Explain that you will stretch out the sounds of the words students have not mentioned, and ask them to identify the words they hear. Continue to say any words not previously listed, and have students tell you the words they hear.
• bug • gum • sun
• bun • jug • sun
• bus • mug • tub
• cub • nut • tug
• cup • rug
2. Act out one word, and ask students to figure out what the word is. Have them write it on paper or a whiteboard so they don't call out the answer before other students have a chance to guess. Then, have them call out the word together.
3. Once you've modeled the activity, have students use the word list to act out the rest of the words with partners.
Independent Practice
1. Ask students to individually complete the activity from page 28 in the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.
Helpful Hint
Rimes are important to learn how to read. Once students recognize word families, they can use different onsets to create new words.
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Each lesson includes a shareable word list which focuses on the phonetic patterns being studied.

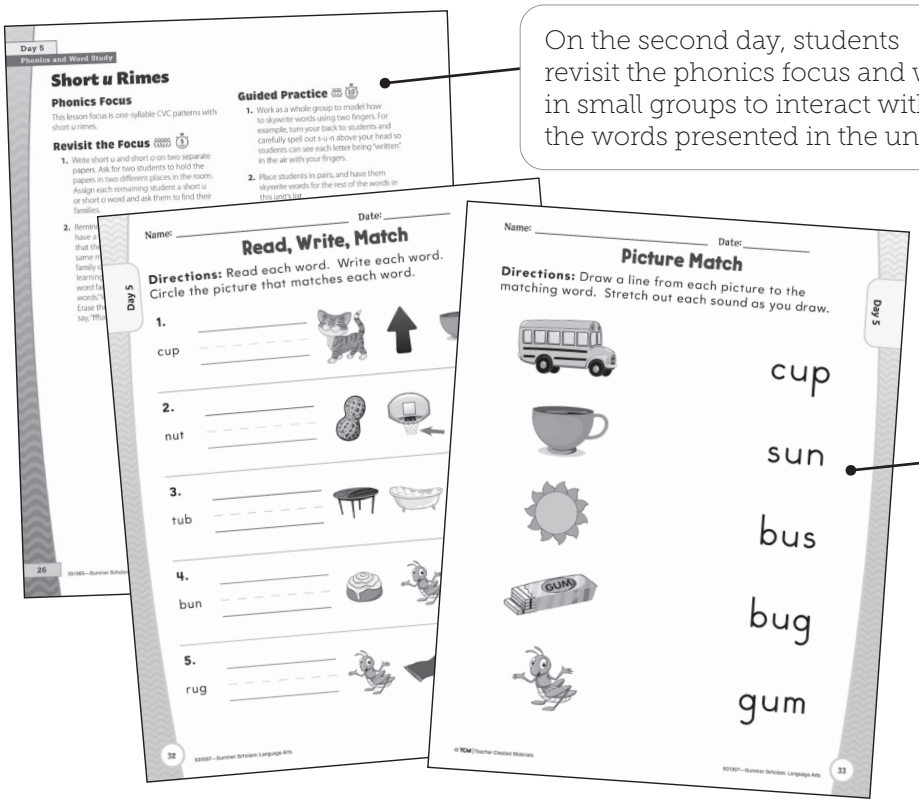
Helpful Hints create meaningful connections between the phonics focus and specific words being studied.

Practice exercises in the *Student Guided Practice Book* allow for increased retention.


Name: _____ Date: _____
Day 4
Rhyming Words
Directions: Color the pictures that rhyme with hug.
bug
tag
jug
mug
tub
rug
Directions: Color the pictures that rhyme with stub.
cub
sun
tub
sub
web
bib
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How to Use This Resource *(cont.)*

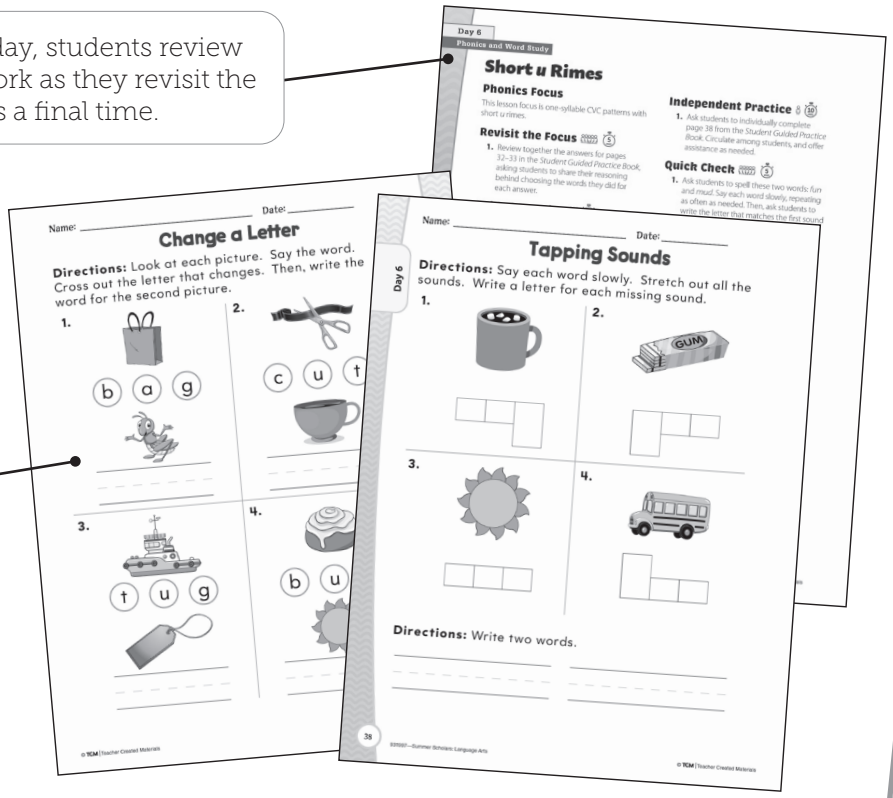
Phonics and Word Study *(cont.)*



On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.

Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

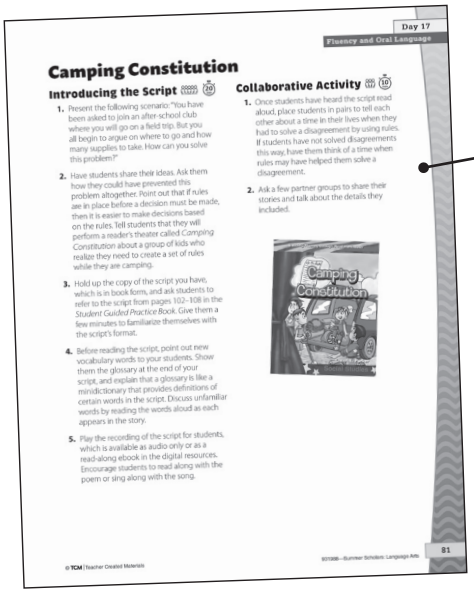


Summative and formative assessment opportunities are provided in every lesson.

How to Use This Resource *(cont.)*

Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.



Day 17

Fluency and Oral Language

Camping Constitution

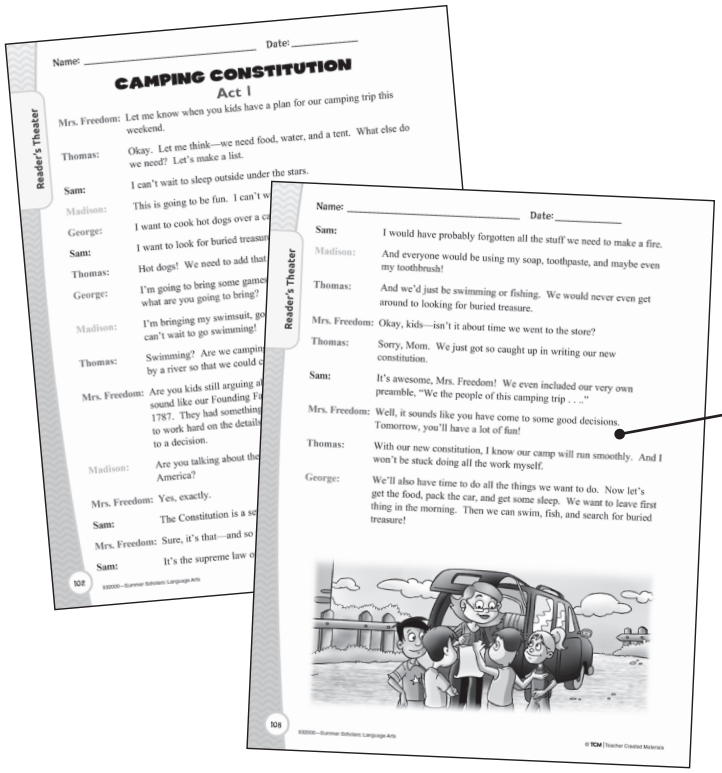
Introducing the Script

1. Present the following scenario: "You have been asked to join an after-school club where you will go on a field trip. But you all begin to argue on where to go and how many supplies to take. How can you solve this problem?"
2. Have students share their ideas. Ask them how they could have prevented this problem altogether. Point out that if rules are in place before a decision must be made, then it is easier to make decisions based on the rules. Tell students that they will perform a reader's theater called *Camping Constitution* about a group of kids who realize they need to create a set of rules while they are camping.
3. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 102–108 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
4. Before reading the script, point out new vocabulary words to your students. Show them the glossary at the end of your script, and explain that a glossary is like a minidictionary that provides definitions of certain words in the script. Discuss unfamiliar words by reading the words aloud as each appears in the story.
5. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

Collaborative Activity

1. Once students have heard the script read aloud, place students in pairs to tell each other about a time in their lives when they had to solve a disagreement by using rules. If students have not solved disagreements this way, have them think of a time when rules may have helped them solve a disagreement.
2. Ask a few partner groups to share their stories and talk about the details they included.

On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.



Name: _____ Date: _____

Reader's Theater

CAMPING CONSTITUTION

Act I

Mrs. Freedom: Let me know when you kids have a plan for our camping trip this weekend.

Thomas: Okay. Let me think—we need food, water, and a tent. What else do we need? Let's make a list.

Sam: I can't wait to sleep outside under the stars.

Madison: This is going to be fun. I can't w

George: I want to cook hot dogs over a c

Sam: I want to look for buried treasur

Thomas: Hot dogs! We need to add that

George: I'm going to bring some game what are you going to bring?

Madison: I'm bringing my swimsuit, go can't wait to go swimming!

Thomas: Swimming? Are we campin by a river so that we could c

Mrs. Freedom: Are you kids still arguing a sound like our Founding Fa 1787. They had something to work hard on the detail to a decision.

Madison: Are you talking about the America?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a s

Mrs. Freedom: Sure, it's that—and so

Sam: It's the supreme law o

Name: _____ Date: _____

Reader's Theater

Sam: I would have probably forgotten all the stuff we need to make a fire.

Madison: And everyone would be using my soap, toothpaste, and maybe even my toothbrush!

Thomas: And we'd just be swimming or fishing. We would never even get around to looking for buried treasure.

Mrs. Freedom: Okay, kids—isn't it about time we went to the store?

Thomas: Sorry, Mom. We just got so caught up in writing our new constitution.

Sam: It's awesome, Mrs. Freedom! We even included our very own preamble, "We the people of this camping trip . . ."

Mrs. Freedom: Well, it sounds like you have come to some good decisions. Tomorrow, you'll have a lot of fun!

Thomas: With our new constitution, I know our camp will run smoothly. And I won't be stuck doing all the work myself.

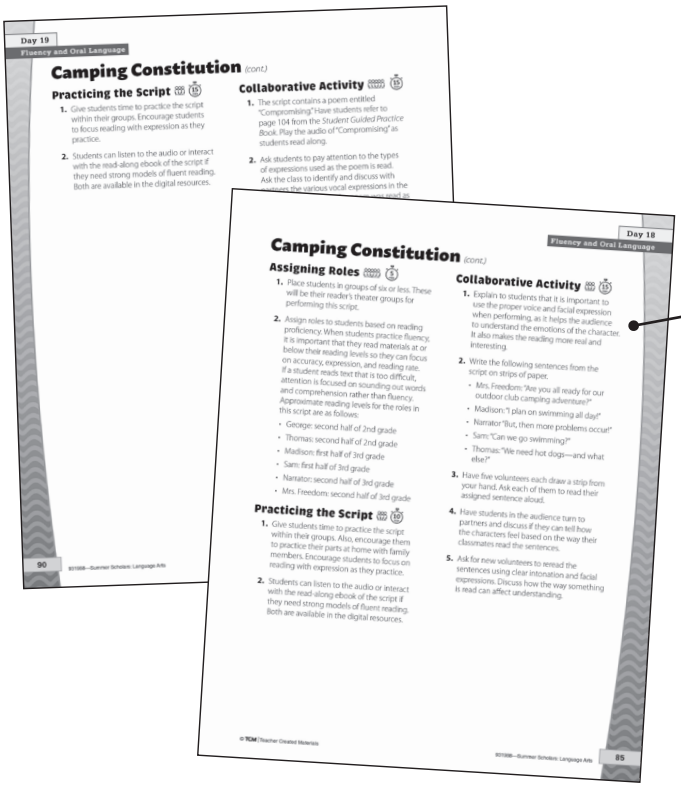
George: We'll also have time to do all the things we want to do. Now let's get the food, pack the car, and get some sleep. We want to leave first thing in the morning. Then we can swim, fish, and search for buried treasure!

Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

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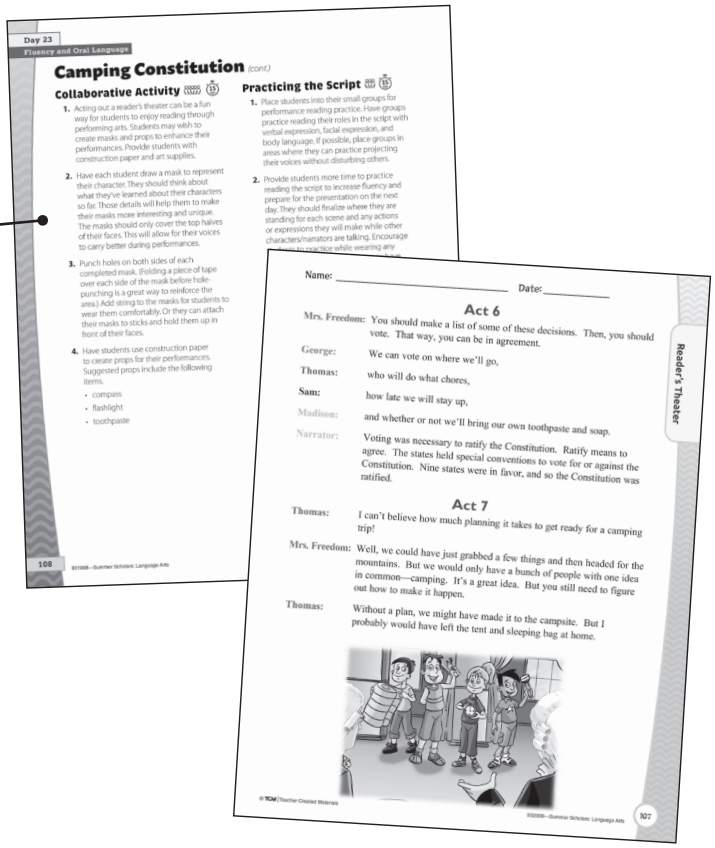
How to Use This Resource *(cont.)*

Reader's Theater *(cont.)*


Day 19
Fluency and Oral Language
Camping Constitution (cont.)
Practicing the Script
1. Give students time to practice the script within their groups. Encourage students to focus reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.
Collaborative Activity
1. The script contains a poem entitled "Compromising." Have students refer to page 104 from the *Student Guided Practice Book*. Play the audio of "Compromising" as students read along.
2. Ask students to pay attention to the types of expressions used as the poem is read. Ask the class to identify and discuss with
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Day 18
Fluency and Oral Language
Camping Constitution (cont.)
Assigning Roles
1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
- George: second half of 2nd grade
- Thomas: second half of 2nd grade
- Madison: first half of 3rd grade
- Sam: first half of 3rd grade
- Narrator: second half of 3rd grade
- Mrs. Freedom: second half of 3rd grade
Practicing the Script
1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.
Collaborative Activity
1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
- Mrs. Freedom: "Are you all ready for our outdoor club camping adventure?"
- Madison: "I plan on swimming all day!"
- Narrator: "But, then more problems occur!"
- Sam: "Can we go swimming?"
- Thomas: "We need hot dogs—and what else?"
3. Have five volunteers each draw a strip from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to partners and discuss if they can tell how the characters feel based on the way their classmates read the sentences.
5. Ask for new volunteers to reread the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.
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During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.


Day 23
Fluency and Oral Language
Camping Constitution (cont.)
Collaborative Activity
1. Acting out a reader's theater can be a fun way for students to enjoy reading through performing arts. Students may wish to create masks and props to enhance their performances. Provide students with construction paper and art supplies.
2. Have each student draw a mask to represent their character. They should think about what they've learned about their characters so far. Those details will help them to make their masks more interesting and unique. The masks should only cover the top halves of their faces. This will allow for their voices to carry better during performances.
3. Punch holes on both sides of each completed mask. (Folding a piece of tape over each side of the mask before hole-punching is a great way to reinforce the area.) Add string to the masks for students to wear them comfortably. Or they can attach their masks to sticks and hold them up in front of their faces.
4. Have students use construction paper to create props for their performances. Suggested props include the following items.
- compass
- flashlight
- toothpaste
Practicing the Script
1. Place students into their small groups for performance reading practice. Have groups practice reading their roles in the script with verbal expression, facial expression, and body language. If possible, place groups in areas where they can practice projecting their voices without disturbing others.
2. Provide students more time to practice reading the script to increase fluency and prepare for the presentation on the next day. They should finalize where they are standing for each scene and any actions or expressions they will make while other characters/narrators are talking. Encourage
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Name: _____ Date: _____
Act 6
Mrs. Freedom: You should make a list of some of these decisions. Then, you should vote. That way, you can be in agreement.
George: We can vote on where we'll go,
Thomas: who will do what chores,
Sam: how late we will stay up,
Madison: and whether or not we'll bring our own toothpaste and soap.
Narrator: Voting was necessary to ratify the Constitution. Ratify means to agree. The states held special conventions to vote for or against the Constitution. Nine states were in favor, and so the Constitution was ratified.
Act 7
Thomas: I can't believe how much planning it takes to get ready for a camping trip!
Mrs. Freedom: Well, we could have just grabbed a few things and then headed for the mountains. But we would only have a bunch of people with one idea in common—camping. It's a great idea. But you still need to figure out how to make it happen.
Thomas: Without a plan, we might have made it to the campsite. But I probably would have left the tent and sleeping bag at home.
Reader's Theater
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How to Use This Resource *(cont.)*

Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

Summer Scholars includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

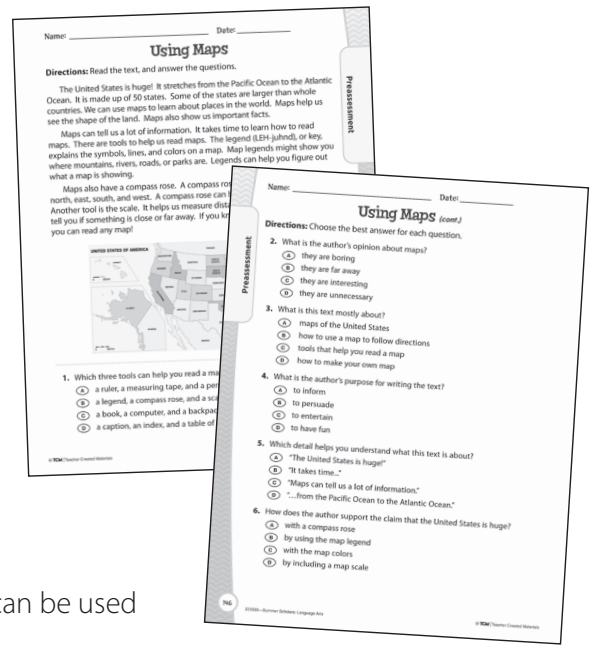


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How to Use This Resource *(cont.)*

Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.



- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.

Digital Assessment in Summer Scholars

Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



SUMMER

Scholars

Language Arts

Rising 1st Grade

Grade Level Details

Rising 1st Grade Spanish Language Arts Scope and Sequence

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	**Standards**	**Phonics and Word Study Focus**	**Standard**	**Reader's Theater Title and Activity**	**Standard**
Day 1	Monitor Comprehension "Sé amigable" (informational)	Identify the main topic and retell key details of a text. Write, draw, or dictate opinion pieces.	Words with CVCV and VCV Patterns Letter *e*	Reconocen y producen palabras que riman. Identifican las letras que representan a las vocales. Escriben palabras con patrones silábicos comunes.	*¿Qué hora es?* Introduction and assign parts	Read emergent text with purpose and follow agreed-upon rules for discussion.
Day 2						
Day 3	Monitor Comprehension "¡Yo soy mucho más!" (poetry)	Ask and answer questions to identify key details in a text. Write, draw, or dictate personal narratives.	Words with CVCV and VCV Patterns	Reconocen las dos sílabas CV que forman palabras de alta frecuencia. Reconocen que se forman nuevas palabras cuando las sílabas se cambian, se agregan o se borran.	*¿Qué hora es?* Analyze poem and practice performance	Read poetry orally with accuracy, appropriate rate, and expression.
Day 4			Words with *ca*, *co*, and *cu* Letter *a*	Identifican y asocian los sonidos comunes que las letras representan. Identifican las letras que representan a las vocales Reconocen la aliteración hablada o grupos de palabras que comienzan con la misma sílaba simple o sonido inicial.		
Day 5	Summarize "Un proyecto de la clase" (narrative)	Retell stories, including characters, settings, and key events. Write, draw, or dictate explanatory narratives.	Words with *ca*, *co*, and *cu* Letter *a*	Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano. Escriben palabras con patrones silábicos comunes.	*¿Qué hora es?* Sing song and practice performance	Develop oral language through listening, speaking, and discussion.
Day 6						

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				Reconocen que se forman nuevas palabras cuando las sílabas se cambian, se agregan o se borran.		
Day 7 Day 8	Summarize "Ayudantes de la comunidad" (informational)	Engage in reading activities with purpose to determine main idea and details. Write, draw, or dictate explanatory narratives.	Words with *ce* and *ci* Letter *o*	Identifican y asocian los sonidos comunes que las letras representan. Identifican las letras que representan a las vocales. Escriben palabras con patrones silábicos comunes.	*¿Qué hora es?* Create props and perform	Speak audibly and express thoughts, feelings, and ideas clearly.
Day 9	Use Text Features "Un nuevo camino a casa" (narrative)	Describe a story by recounting the sequence of events. Write, draw, or dictate narratives.	Words with *ce* and *ci*	Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano. Combinan dos sílabas para formar palabras bisílabas que les son familiares	*Las estrellas* Introduction and Assign Parts	Read emergent text with purpose and follow agreed-upon rules for discussion. Discuss rhyme and rhythm in nursery rhymes and poems.
Day 10			Words with *ga*, *go*, and *gu* Letter *o*	Identifican y asocian los sonidos comunes que las letras representan. Identifican las letras que representan a las vocales. Reconocen la aliteración hablada o grupos de palabras que comienzan con la misma sílaba simple o sonido inicial.		
Day 11 Day 12	Use Text Features "La vida de una mariposa" (informational)	Describe the relationship between illustrations and a text. Write, draw, or dictate, connections to text.	Words with *ga*, *go*, and *gu* Letter *u*	Combinan dos sílabas para formar palabras bisílabas que les son familiares. Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba.	*Las estrellas* Sing song and practice performance	Share information audibly and clearly.

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				Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas.		
Day 13 Day 14	Determine Meaning "El habla animal" (informational)	Identify the main topic and retell key details of a text. Write, draw, or dictate, explanatory text.	Digraph *ch* Words with *ll*	Decodifican palabras con dígrafos formados por consonantes, tales como "ch", "rr" y "ll". Distinguen entre palabras de ortografía similar mediante la identificación de los sonidos de las letras que son diferentes.	*Las estrellas* Analyze poem and practice performance	Read emergent readers with fluency on successive readings. Discuss rhyme and rhythm in nursery rhymes and poems.

Rising 1st Grade Spanish Language Arts Scope and Sequence

	Reading and Writing 60 minutes per day		**Phonics and Word Study 30 minutes per day**		**Fluency, Speaking, and Listening 30 minutes per day**	
	Reading Focus and Text Card	**Standards**	**Phonics and Word Study Focus**	**Standard**	**Reader's Theater Title and Activity**	**Standard**
Day 15	Determine Meaning "Un amigo de muy lejos" (poetry)	Describe plot elements. Write, draw, or dictate, personal narratives.	Digraph *ch*	Escriben palabras con patrones silábicos comunes. Decodifican palabras con dígrafos formados por consonantes, tales como "ch", "rr" y "ll".	*Las estrellas* Create props and perform	Participate in collaborative discussions with diverse partners.
Day 16			Words with Initial *r* and Digraph *rr*	Reconocen y producen palabras que riman. Identifican los sonidos iniciales y finales en palabras simples.		
Day 17	Make Inferences	Determine the meaning of unknown words in a text.	Words with Initial *r* and Digraph *rr*	Decodifican palabras con dígrafos formados por	*Nuestro vecindario*	Describe familiar people, places, and things with detail.

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Day 18	"Interpretar a Pete" (informational)	Write opinion pieces.	Words ending in *y*	consonantes, tales como "ch", "rr" y "ll". Escriben letras comunes según su sonido correspondiente. Identifican las letras que representan a las vocales, incluyendo el uso de la ye (y) como equivalente a la i).	Introduction and assign parts	
Day 19	Make Inferences "El búho nocturno" (fiction)	Describe plot elements. Write fictional narratives.	Words with an Accent Mark Words with Hiatus	Reconocen que el acento escrito es una marca, que se llama tilde, colocada sobre una vocal. Reconocen el uso del acento ortográfico para distinguir la pronunciación entre palabras que se escriben iguales. En palabras multisilábicas señalan la sílaba sobre la cual recae el énfasis de la voz.	*Nuestro vecindario* Analyze poem and practice performance	Speak audibly and express thoughts, feelings, and ideas clearly.
Day 20						
Day 21	Use Evidence "Conoce a un autor" (informational)	Use evidence to answer questions. Write opinion pieces.	Words with an Accent Mark	Identifican las letras que representan a las vocales. Reconocen que el acento escrito es una marca sobre una vocal que indica la pronunciación de la palabra de acuerdo con la sílaba que recibe el énfasis al pronunciar la palabra.	*Nuestro vecindario* Sing song and practice performance	Demonstrate command of the conventions of standard English grammar and usage when speaking.
Day 22			Words with *h* Two-Syllable Words	Decodifican palabras con la letra "h" que es silenciosa. Cuentan, pronuncian, combinan y segmentan en		

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				sílabas las palabras habladas.		
Day 23 Day 24	Use Evidence "La fiesta de disfraces" (fiction)	Ask and answer questions about key details in a text. Write personal narratives.	Words with *h* One- and Two-Syllable Words	Decodifican palabras con la letra "h" que es silenciosa. Distinguen entre palabras de ortografía similar mediante la identificación de los sonidos de las letras que son diferentes. Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas.	*Nuestro vecindario* Create props and perform	Use drawings or other visual displays to provide detail.
Day 25	Culminating Activity "Magic Wand"	Actively engage in group reading activities with purpose and understanding.	Phonics and Phonological Awareness	Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).	n/a	n/a

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Rising 1st Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards.

Title	Genre	Lexile® Measure	Description
Be a Friend	informational text	80L	Children learn a few ways to make and keep friends.
I Am So Much More	poetry	170L	A child discovers who they are through their interactions with the people and world around them.
A Class Project	fiction	250L	Kevin plans a class project to fill the bookshelves of his local library with the help of his community.
Community Helpers	informational text	140L	Meet community workers such as nurses and teachers who help the public.
A New Way Home	fiction	230L	Mateo walks the same path home from school every day. But after taking a new route with his grandma, he discovers he enjoys trying different things.
A Butterfly's Life	informational text	230L	Learn about the life cycle of a butterfly, from a caterpillar hatching from an egg to a butterfly emerging from a cocoon.
Animal Talk	informational text	230L	Animals use many different ways to talk. Find out how animals such as baboons and honeybees communicate.
A Friend from Far Away	fiction	180L	Jen looks outside and sees a friendly, one-eyed spaceman. Through trial and error, she discovers a way to communicate with this other-worldly being.
Playing Pete	informational text	240L	Learn about how actor Oakes Fegley plays the role of Pete in the movie *Pete's Dragon*.
The Night Owl	fiction	140L	Jackie wakes from her sleep to an owl knocking on her window. She wonders if her interaction with this talking owl is real or imaginary.
Meet an Author	informational text	250L	Meet famous author Eric Carle, and learn about his career and how he is inspired to write.
The Costume Party	fiction	260L	Theo participates in a costume contest at school. Find out how Theo reacts to hearing the results.

Rising 1st Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
What Time Is It?	Clock Mouse 1 Mouse 2 Child Mother Wee Willie Winkie	This reader's theater takes place in a house with a grandfather clock.	Two little mice play with their friend, Clock, in a family's house. They play on the hands of Clock, learning how to tell time so they can scurry away before the human family returns home.
The Stars	Child 1 Child 2 Child 3 Star 1 Star 2 Star 3	This reader's theater takes place outside on a starry night.	Three friends gaze up in wonder at the stars. Little do they know, the stars are looking back down at them. The children and stars sing and make wishes together.
Our Neighborhood	Ken Jen Ben Gramps Mom Mayor	This reader's theater opens in a family home. Then, the family visits places all over their community.	Siblings find a note that sends them on an adventure around their neighborhood. The children work with their mom and grandpa to solve riddles that lead them to meet important figures such as firefighters and the mayor.

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Rising 1st Grade Classroom Library

This chart includes important information about the books included in the Classroom Library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
Chimp Paints	150L	C	Chimp wants to paint. But she needs an idea. Maybe her friends can help her.
Exploring Calendars	310L	E	A calendar shows a year. It has days, weeks, and months. They follow a pattern.
I Am a Good Friend	140L	C	It is time to learn about being a good friend.
Life at Home	150L	C	It is time to learn about life at home then and now.
Love Like Salt	120L	D	A daughter tells her father she loves him like salt and helps him to understand what that means.
Play Ball!	140L	C	Reggie and Rex like to play ball even if they lose it!
The Girl in the Mirror	30L	B	There is a girl in the mirror each time Gracie looks. She looks just like Gracie!
Using Money	150L	D	It is time to learn about using money.
Watch Me Dance	80L	B	Gina loves to dance. But there is only so much dancing a girl can do!
We Work at School	250L	D	It is time to learn about jobs at school.

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Summer Scholars

Language Arts

Teacher's Guide

Spanish Version

Rising 1st Grade

TCM Teacher Created Materials

Days 1–2 Overview

Big Idea
Myself and Others

Essential Question
Who are you?

Sé amigable

Learning Outcomes

- Read aloud with fluency and expression to support comprehension.
- Use text structure to comprehend a variety of texts.
- Identify new information while reading.

Reading Strategy: Learn Something New

Students will notice when they learn something new as they listen to you read "Be a Friend." Students will use graphic organizers to identify the key idea and details.

Summary of the Text Card

This text explains how it is nice to make new friends. Making new friends means having more people to play with. Students learn how to make and keep a friend. (Informational Text)

Words with CVCV and VCV Patterns

Learning Outcome

- Know and apply grade-level phonics and word analysis skills in decoding words.

Phonics Focus

Students will focus on words with consonant-vowel-consonant-vowel (CVCV) and vowel-consonant-vowel (VCV) patterns. Students will find rhyming words and read, write, and match words with pictures.

¿Qué hora es?

Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on correct phrasing.

Fluency Focus

Students will listen to the script. To reflect on the script, they will draw pictures of characters from the story. Students will be assigned to groups and begin practicing the script. They will also focus on fluently reading the poem.

Summary of the Script

Two mice learn to tell time as they play on a grandfather clock. A child comes home and plays by the clock until it is time for bed. Wee Willie Winkie checks at 8:00 to see if the child is in bed. Then, the mice can play again.

Materials

- *Cuaderno de prácticas guiadas para el estudiante* pages 4–19
- drawing paper
- crayons or markers

Sé amigable

Look Before You Leap

1. Before the lesson, write the following question where students can see it:
   - How can you help a new student?
2. Discuss the question by using the Reading Tea Party protocol. For this protocol, have each student walk around greeting one tea party guest at a time (another student in the group). Then, have students discuss their thoughts about the question.
3. Have students review the Words to Know from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Ask students to use one of the words in their own sentences. Have students draw one or two pictures in their word boxes.
4. Explain that this text card is an example of informational text. Say, "Informational texts provide facts. They teach us something new. This informational text will teach us how to be a friend."

Support for Language Learners: Present a variety of pictures of children in a group to students. Discuss the children in the pictures. If the children are being friendly, move the picture to one side of the table. If the children are not being friendly, move them to the other side of the table.

Read and Think

1. Say, "Today, we will practice monitoring our comprehension by noticing when we learn something we didn't know before. This is known as learning something new."
2. Read the first two paragraphs. Pause to model your thinking. Say, "I see that the title is 'Be a Friend,' and the pictures show students. In the second paragraph, the author tells us to help a classmate that needs help. I learned that this is one way to be a friend!"
3. Read the remaining text aloud. Lead students as they follow along with their pointer fingers. As you read, pause to ask students the following questions:
   - What did you learn about being a friend?
   - Give an example of how you can include someone.
   - Are you a friend? How do you know?

Technology: A digital copy of the text card, "Sé amigable," can be accessed in the digital resources and displayed for the group. Additionally, an audio recording is available for students to listen to while reading along with the text.

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Sé amigable

Place students into two groups. Work with one group on the Read the Way You Speak activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

Read the Way You Speak

1. Explain the importance of phrasing groups of words naturally when reading aloud. Say, "When we read, we want to say words together in phrases and then take a breath at the appropriate spot. If we read one or two words at a time or take a breath in the middle of a sentence, we sound like robots. Let's look at this sentence: *Tendrás más niños con quien jugar*. I could read this sentence aloud like this: 'Tendrás más... niños con... quien jugar.' But that makes the sentence very hard to understand. When I read this time, I'm going to take a deep breath and read the whole sentence fluently." Reread the sentence, modeling fluent reading.
2. Have students underline the following sentence: *En el almuerzo, siéntate junto a alguien nuevo*. Read the sentence aloud. First, read the sentence incorrectly. Model your thinking by saying, "It's very hard to understand the sentence when I read like a robot. This time, I will take a deep breath and read the whole sentence fluently." Reread the sentence, modeling fluent reading with proper phrasing.
3. Guide students in choosing and underlining a sentence or two that they would like to read fluently.
4. Have students practice reading their selected sentences multiple times in their minds, making sure they read the way they speak. Then, have them whisper read. Finally, have students read aloud with partners.

Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Think about a good friend. Write a note to thank them. Tell them why they are a good friend.*
2. Remind students to edit and revise their writing, keeping the following things in mind:
   - Use the text for help.
   - Think about the syllables before you write.
   - Use complete sentences.
   - Try your best.

Technology: If students are ready to work independently, they can access a digital copy of the text card, "Sé amigable." In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

Words with CVCV and VCV Patterns

Phonics Focus

This unit's focus is two-syllable words with CVCV and VCV patterns.

Introduce the Focus

1. This lesson focuses on words with CVCV and VCV patterns. Explain to students that vowels blend with different consonants to form syllables and that those syllables blend to form words.
2. Write the word *mesa* for all to see. Ask students to identify the vowels and consonants.
3. Work with students to break the word *mesa* into syllables (*me-sa*).
4. Model blending syllables to read the word, and ask students to repeat as you draw your hand under each syllable.
5. Say, "Reconocer los sonidos de las vocales y las consonantes de cada sílaba es importante para aprender a leer. Una vez que los conocen, pueden usarlos para pensar rimas." Erase the *m* from *mesa*. Replace it with *p* and say, "pesa". Say, "La palabra *mesa* rima con *pesa* porque las dos terminan con *esa*." Then, write *bota* and ask students to say rhyming words (possible answers: *gota, pelota, nota*). Have students identify repeating vowels and consonants. Repeat with the word *mapa* (possible answers: *tapa, capa, papa*). If students suggest words with only ending vowels in common, write those words. Explain that repeating vowels is another way of rhyming but that for now the class is looking for words that share the same letters and sounds starting with the stressed vowel. If students suggest words that start with the same syllable, write them in a separate list.

Introduce the Words

1. Share the list of words for this unit's phonics focus. Explain to students that you will read each syllable, stretching out the vowel sound and asking students to identify the word they hear.

• ala	• mapa	• nudo
• bate	• mesa	• ola
• bote	• mono	• pala
• dado	• nena	• sapo
• dedo	• nido	• tapa

2. Act out one word, and ask students to figure out what the word is. Have them write it on paper or a whiteboard so they don't call out the answer too early. Then, have them call out the word together.
3. Have students use the word list to act out words with partners.

Independent Practice

1. Read the directions on page 7 from the *Cuaderno de prácticas guiadas para el estudiante*. Model how to read the words and decide which words rhyme with the target endings *ala* and *apa*.
2. Ask students to individually complete the rest of the page. Circulate among students and offer assistance as needed.

Helpful Hint

Letters *b*, *d*, and *p* can be confusing. For the *b*, have students think of baseball. They need a bat (*bate*) first (a vertical stick), then the ball (a curved line). For the *d*, have them think about a shower (*ducha*). Draw the curved line first (the head of someone in the shower), then a stick upwards (the water). For the *p*, have them think of a duck (*pato*). Draw the stick first downwards (the duck's legs) and then the curved line (the head).

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¿Qué hora es?

Introducing the Script

1. Begin by explaining the importance of engaging in fun activities like theater and group presentations. Introduce the nursery rhyme "Reloj, reloj, el gritón" to students by reading the poem aloud.
2. Display a picture of a grandfather clock. Help students act out the nursery rhyme with the following motions. Encourage students to stand and pretend their bodies are clocks. Have them use their index fingers and middle fingers as mice. Beginning at their toes, have students "walk" their fingers up to the top of their heads. When the clock strikes one, have students "run" their fingers down to their toes.
3. Read the poem aloud several times as students perform the actions.
4. Introduce the nursery rhyme "Muchachito dormilón" to students by reading the poem aloud several times.
5. Ask students the following questions to draw on prior knowledge. Discuss their answers, and relate them back to the nursery rhyme.
   - What do you wear to bed?
   - What time do you go to bed?
   - Who puts you to bed?
   - How can they tell if you are asleep?
6. Tell students that they will perform these nursery rhymes for a reader's theater titled *What Time Is It?*
7. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–14 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
8. Read aloud the list of characters at the beginning of the script.
9. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

Collaborative Activity

1. Once students have heard the script read aloud, ask them to work in pairs to draw pictures of characters from the story. They can refer to their scripts as they work.
2. Ask a few partner groups to share their pictures and talk about the details they included.



Sé amigable

Read and Find

1. "Be a Friend" has a description text structure. Let students know this means there is one key idea in the text and many details that support or explain this idea.
2. Ask students to listen for the main idea and details as you read "Be a Friend" aloud. Encourage students to notice important information that will help them analyze the structure.
3. Say, "Sometimes, we can find the key idea in the title. This text's title is 'Be a Friend.' That is what this is about!" Guide students to write *friend* in the center of their graphic organizers on page 17 in the *Student Guided Practice Book*.
4. Guide students as they search for details. Say, "We can search the text, pictures, and text features for details about being a friend. For example, the first picture is of two girls cleaning up. The text says 'lend a hand and be helpful.' Let's write *helpful* on our graphic organizers. This is a detail about being a friend."
5. After students have written the words *friend* and *helpful* in two of the circles on their graphic organizers, say, "What other details can we find about being a friend? Work with partners to search the text for details. If you find one, say, 'We got it!'"
6. Have students share their details and write them on their graphic organizers. When completed, graphic organizers should contain the information shown in the answer key on page 115. **Note:** You may choose to have students draw pictures or write fewer words than those listed in the example.

Support for Language Learners: Work as a group to draw pictures of students showing kindness to a new student. Encourage students to add dialogue bubbles to show what the characters in the picture are saying to each other.

How Words Work

1. Read the information at the top of page 15 in the *Student Guided Practice Book*: *La letra* e *hace el sonido /e/*.
2. Guide students to read the example words: *bebé*, *mueble*, and *lentes*. Have them circle the letter *e* in each word.
3. Have students work as a group, with partners, or independently to circle the words that have the /e/ sound.
4. Review and correct the activity as a group.

Essential Question

1. Have students talk to partners about the Essential Question: *Who are you?* After reading 'Be a Friend,' ask students what they learned about being a good friend.
2. Have students revisit the text on page 5 of the *Student Guided Practice Book*. Guide them to point out information that helps them answer the question.

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Sé amigable

Place students into two groups. Work with one group on the Talk About It activity while the other group is completing the Practice activity described below. Rotate after 15 minutes.

Talk About It

1. Reread the text card, "Be a Friend."
2. Engage students in the Put Your Two Cents In protocol. For this protocol, give each student three objects (chips, cubes, pennies) to use as talking pieces. Read the following questions aloud, one at a time. Have each student put one of their pieces in the center of the table before they share an answer. After everyone has had a chance to share, ask the next question, and repeat the procedure.
   - What is one reason to be a friend?
   - How is being a friend the same as having a friend?
   - In school, there are always new students. What is one reason to be helpful to them?

Quick Check

1. Read the directions aloud for the Quick Check from page 16 in the *Student Guided Practice Book*, and provide time for students to complete the activity.

Practice

1. Have students draw pictures of themselves and their friends.
2. If students finish early, encourage them to revisit their drawings from the Words to Know activity on page 4 in the *Student Guided Practice Book*.

Words with CVCV and VCV Patterns

Phonics Focus

This unit's focus is two-syllable words with CVCV and VCV patterns.

Revisit the Focus

1. Review with students that sounds blend to form syllables and that syllables blend to form words. Remind them that to read words, it is important to know the sound each vowel and consonant letter makes. Write the words *bate* and *dedo*. Then, break these words into syllables where all can see them (*ba-te*, *de-do*). Ask students to identify the sounds they hear in each syllable. As students say the sounds, point to each letter.

2. Work with students to sort the words in this unit by their consonants. Start the following lists: *Palabras con /b/*, *Palabras con /d/*, *Palabras con /l/*, *Palabras con /m/*, *Palabras con /n/*, *Palabras con /p/*, *Palabras con /s/*, and *Palabras con /t/*. Point out that consonants can be at the beginning, in the middle, or at the end of a word, so words may belong to more than one list.

Guided Practice

1. Write the following nonsense words for all to see: *dido*, *dodi*, *modi*, *doti*, *diti*, and *dipi*. Explain that nonsense words are not real words, but they are good practice for identifying sounds and syllables.

2. Practice the nonsense words by hopping forward once for each syllable. Model *do-di* by hopping forward two times. Encourage students to hop with you for the rest of the words (*di-do*, *mo-di*, *do-ti*, *di-ti*, and *di-pi*).

3. Talk students through the directions on pages 18–19 from the *Cuaderno de prácticas guiadas para el estudiante*. Complete the first activity on page 18.

Independent Practice

Ask students to individually complete pages 18–19 from the *Cuaderno de prácticas guiadas para el estudiante*. Circulate among students, and offer assistance as needed.

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¿Qué hora es?

Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.

2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
   - Mouse 1: first half of kindergarten
   - Mouse 2: first half of kindergarten
   - Mother: first half of kindergarten
   - Wee Willie Winkie: first half of kindergarten
   - Clock: second half of kindergarten
   - Child: second half of kindergarten

Practicing the Script

1. Place students into their small groups for repeated reading practice. Also, encourage them to practice their parts at home with family members.

2. Have students do paired readings of each scene of the script. After each scene, encourage students to discuss how they have improved their reading accuracy.

3. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. This script contains a poem. Assign each group member a line of "Muchachito dormilón."

2. Tell students to create actions to go along with their assigned lines. Their actions should relate to actions taken by Wee Willie Winkie. For example, in line three, the action might be for students to walk their fingers "upstairs and downstairs."

3. Have each group member practice reciting their lines using repeated readings. Encourage the groups to concentrate on fluency, especially correct phrasing. Tell them they will perform the poem for the whole group.

SUMMER

Scholars

Language Arts

Cuaderno de prácticas guiadas para el estudiante

Rumbo a 1.er grado







TCM Teacher Created Materials

Nombre: _____ Fecha: _____

Día 1

Palabras importantes

Instrucciones: Lee sobre cada palabra. Haz un dibujo para una o más de las palabras.

amigable: amable; como un amigo

compañero: persona que está en la misma clase de la escuela

conservar: tener algo por mucho tiempo

servicial: que ofrece ayuda o está dispuesto a ayudar

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Nombre: _____ Fecha: _____

Sé amigable

Es lindo hacer nuevos amigos. Tendrás más niños con quien jugar. Lee sobre cómo hacer y **conservar** nuevos amigos.



LISA STIRLING—GETTY IMAGES

Sé **servicial** con los demás. ¿Ves a algún **compañero** que necesite ayuda? ¡Dale una mano!



GETTY IMAGES

Sé **amigable.** En el almuerzo, siéntate junto a alguien nuevo. Sonríele y salúdalo.



ALAMY

Sé amable. Juega en grupo. Invita a jugar a alguien nuevo.

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Nombre: _____ Fecha: _____

Día 1

Escríbelo

Instrucciones: Piensa en un buen amigo. Escríbele una nota para darle las gracias. Explícale por qué es un buen amigo.

Debes:

- ❑ Buscar ayuda en el texto
- ❑ Pensar en las sílabas antes de escribir
- ❑ Escribir oraciones completas
- ❑ Hacer tu mejor intento



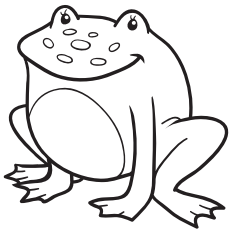
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Nombre: _____ Fecha: _____

Palabras que riman

Instrucciones: Pinta los dibujos que rimen con  .

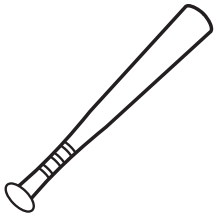
ala



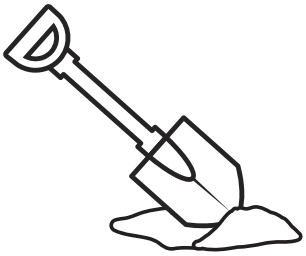
sapo



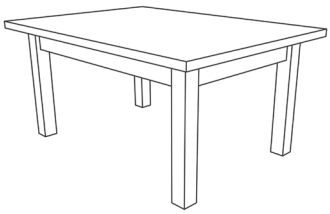
sala



bate



pala



mesa



mono

Instrucciones: Pinta los dibujos que rimen con  .

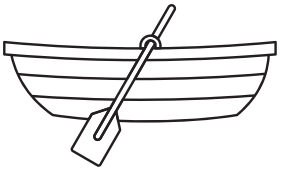
tapa



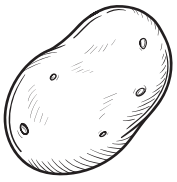
mapa



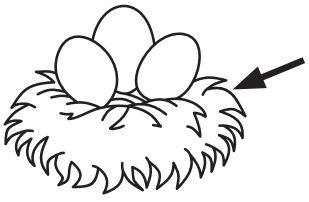
ola



bote



papa



nido

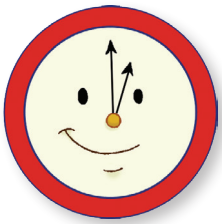


capa

Nombre: _____ Fecha: _____

Teatro leído

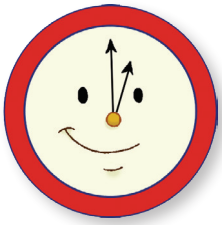
¿Qué hora es?
Acto 1



Hola, Amigos.



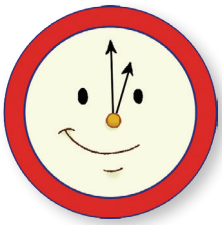
Hola, Reloj.



Me alegro de verlos.



¿Podemos jugar encima de ti?



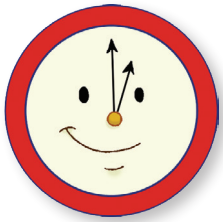
Sí, hasta la 1.



¿Por qué?

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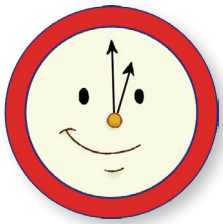
Nombre: _____ Fecha: _____



La madre y el niño regresan entonces.



No podemos decir la hora.



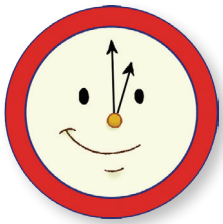
Miren mis manecillas.



Una es grande.



Una es pequeña.



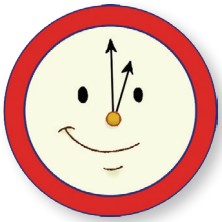
¿Ves la grande en el 12?



Sí.

Nombre: _____ Fecha: _____

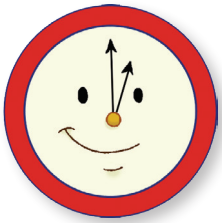
Teatro leído



¿Ves la pequeña en el 1?



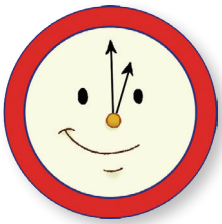
Sí.



Eso es la 1 en punto.



Vamos a subir al reloj.



Que se diviertan.



Voy a mirar la manecilla grande.



Voy a mirar la manecilla pequeña.

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Nombre: _____ Fecha: _____

Acto 2



Veo la manecilla grande en el 12.



Veo la manecilla pequeña en el 1.





Vamos a bajar.





Ya llegamos a casa.



Tengo que trabajar.



Voy a jugar cerca del reloj.



Que te diviertas.

Nombre: _____ Fecha: _____



Voy a esperar hasta las 8 en punto.

Acto 3

(Después de la cena)



Es la hora de acostarme.



¿Cómo lo sabes?



Veo las manecillas en el reloj.



Muchachito dormilón va a llegar pronto.



Buenas noches, Madre.

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Nombre: _____ Fecha: _____



Voy a tocar esta ventana.



Aquí está Muchachito dormilón.



¿Está el niño en la cama?



Sí, estoy acostado.



Buenas noches.



Buenas noches.



Ahora los ratones pueden volver a jugar.

Nombre: _____ Fecha: _____

Poema

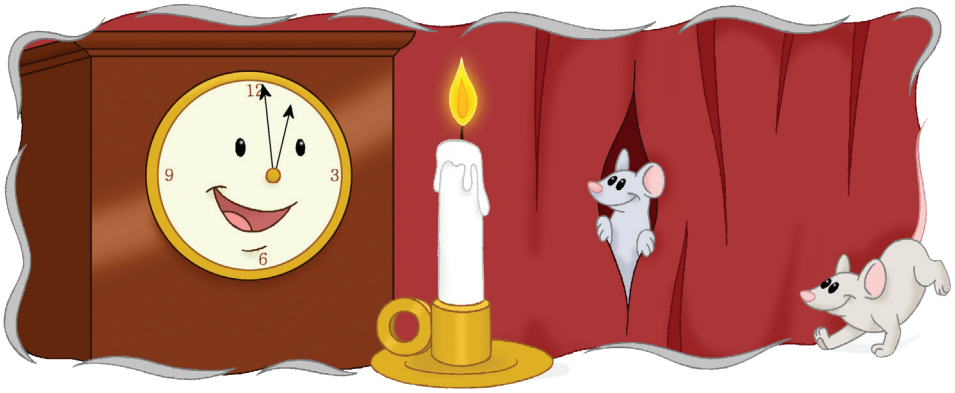
Reloj, reloj, el gritón

Reloj, reloj, el gritón,
Arriba subió el ratón.
La una le dio,
El ratón bajó,
Reloj, reloj, el gritón.

Canción

Muchachito dormilón

Muchachito dormilón
Corre por la población,
Por arriba y por abajo.
Llevando su camisón;
Dando toques a la ventana,
Por la cerradura gritando,
—¿Están los niños en sus camas?
Porque a las ocho se van soñando.



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Nombre: _____ Fecha: _____

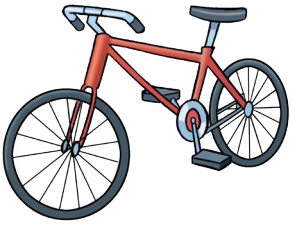
Cómo funcionan las palabras

La *e*

Día 2

La letra *e* hace el sonido /e/.	Ejemplos bebe mueble lentes

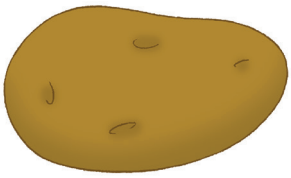
Instrucciones: Escucha las palabras. Encierra las palabras con el sonido de la *e*.



bici



bebé



papa



tele



leche



zorro

Nombre: _____ Fecha: _____

Repaso de comprensión

Día 2

Instrucciones: Escucha las preguntas. Escoge las mejores respuestas.

1. ¿Quién es estudiante en la escuela?

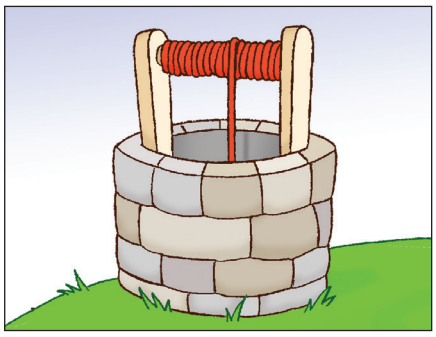




(A) compañera

(B) salón de clases

2. ¿Qué palabra tiene el sonido de la *e*?





(A) pozo

(B) verde

Instrucciones: Escucha la oración. Escribe la mejor palabra en el renglón.

Banco de palabras		
estudiante	amigable	maestro

_____

_ _ _ _ _ _ _ _ _

3. Sé _____ con los demás en la escuela.

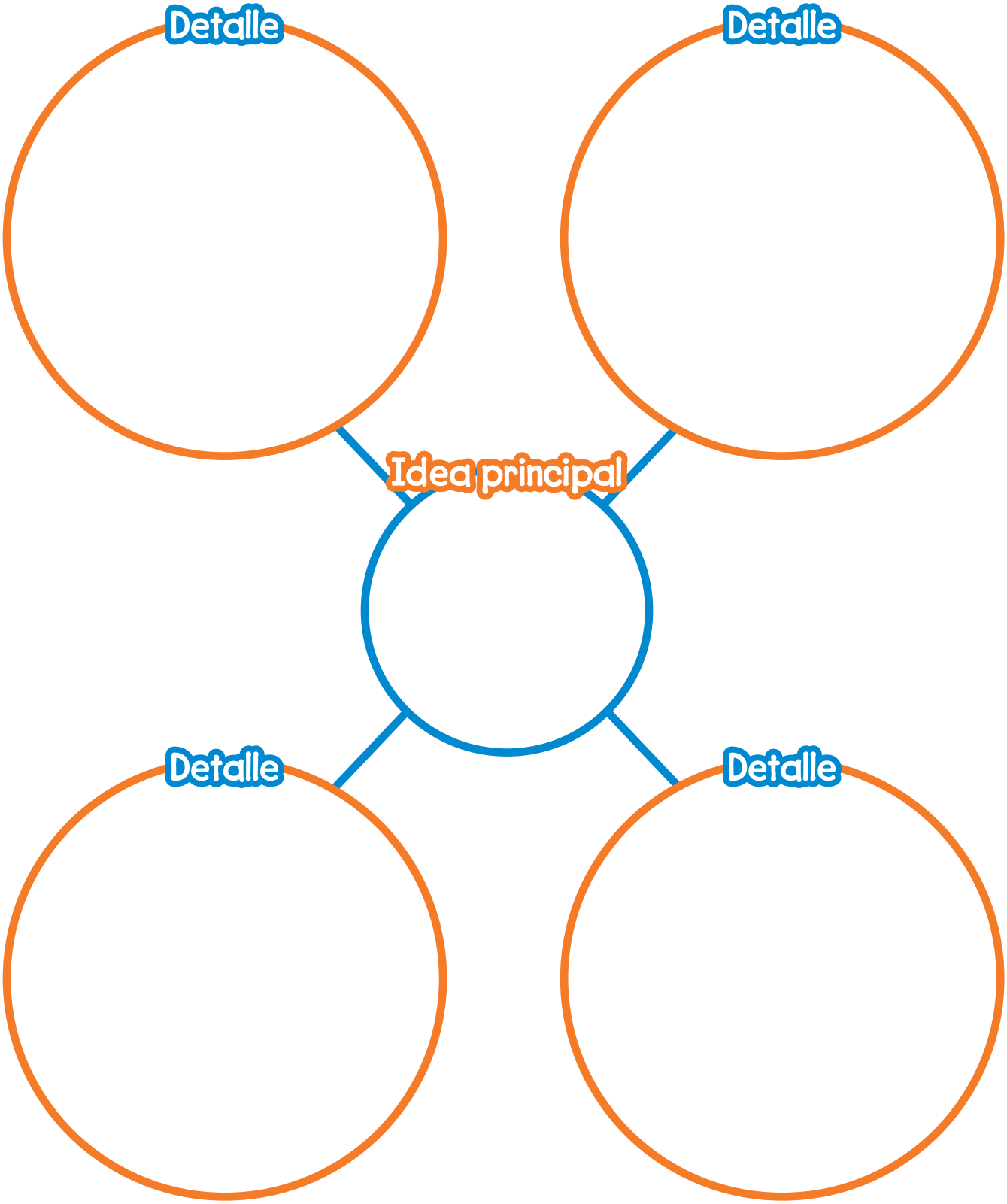
135906—Summer Scholars: Language Arts—Spanish

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Nombre: _____ Fecha: _____

Lee y busca

Instrucciones: ¿Cuál es la idea principal del texto? ¿Cuáles son los detalles? Escríbelo o dibújalo en los círculos.



Nombre: _____ Fecha: _____

Día 2

Lee, escribe y busca

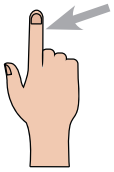
Instrucciones: Lee las palabras. Escribe las palabras. Encierra el dibujo que corresponde a cada palabra.

1.

_____

dado — — — — — — — —

_____





2.

_____

ola — — — — — — — —

_____





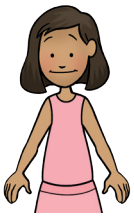
3.

_____

mesa — — — — — — — —

_____





4.

_____

bote — — — — — — — —

_____





5.

_____

mapa — — — — — — — —

_____





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Nombre: _____ Fecha: _____

Únelo

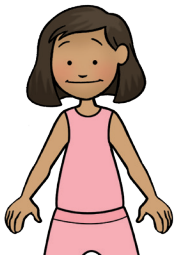
Instrucciones: Dibuja una línea para unir cada palabra con el dibujo correcto. Di las sílabas mientras dibujas las líneas.



nena



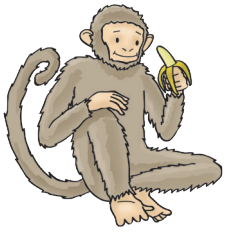
mono



nido



ala



dedo

Día 2